

6 month reporting date 8/02/04 X  
12 month reporting date 2/02/05  
Closed 1/31/05

## Tulare School District Improvement Plan/Progress Report Form

### **Principle: 3 – Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:04. Evaluation procedures.**

The school districts shall ensure the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

**24:05:25:04. Evaluation procedures.**

The school district shall ensure a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining whether the child is a child with a disability and the content of the child's IEP.

Through interview and a review of student files, functional assessment was not conducted in all areas of suspected disability in three of nine files reviewed. As a result, present levels of performance in student IEPs did not link to functional evaluation. A written report of functional assessment results was not available or provided to parents in four of nine files reviewed. The monitoring team notes that evaluations administered since the self assessment process began, have included the required procedures and reports. Continued efforts in this direction will result in full compliance with these requirements.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensure the evaluation or reevaluation procedures meet the minimum requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All initial evaluations and reevaluations will include functional assessment in all areas of suspected disability and assessment reports that link to present levels of performance.

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?          For each skill area affected by the disability, the skills the student is able to perform and the skills the student is unable to perform will be gathered through functional assessment and included in an evaluation report. The identified skills will be included in the student's present levels of performance in order to develop their IEP.</p> <p>What data will be given to SEP to verify this objective?          The total number of files reviewed and the number of evaluation reports that include functional assessment skills that link to present levels of performance will be reported to SEP.</p>	<p>9-15-04</p> <p>2-1-05</p>	<p>Special Education Teacher</p>	<p>Not Met</p>	<p>Met 1/31/05</p>
Please explain the data (6 month) NO DATA AVAILABLE—TEACHER LEFT THE DISTRICT				
Please explain the data (12 month) Of the one file reviewed, 1/1 file had functional assessment information as part of the evaluation. These are documented in a functional assessment report.				

**Principle: 4 – Procedural Safeguards**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:03. Preplacement evaluation.**

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents.

**24:05:25:06.01. Consent for reevaluation.**

Before conducting a reevaluation of an eligible child, parental consent is required, unless the district has documented every reasonable measure has been taken to acquire the consent.

Through interview and a review of student records, parent consent was not obtained for evaluations administered to 4 students. Two students received a transition evaluation without parental consent. Another student received an adaptive behavior and achievement evaluation without the provision of prior notice/consent. An aspergers syndrome diagnostic scale was administered and was not included on the prior notice/consent sent to the student's parent.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures parents have been fully informed of all information relevant to the activity for which consent is sought.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Consent will be obtained for all individual assessments administered.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p>1. What will the district do to improve? The psychologist and special education teacher will discuss and decide what evaluations are appropriate for each individual student based upon the suspected disability category. All areas will be discussed and a permission to evaluate will be sent to the parents. No evaluations will be given that are not on the prior notice for consent.</p> <p>What data will be given to SEP to verify this objective? When an evaluation is completed the psychologist and the district staff will check each area evaluated and compare the findings to the consent to evaluate to ensure all evaluations were completed and none were done that were not listed. District staff will check all evaluations completed during the 6 month reporting period and report the number of students evaluated and the number of times assessments were administered when prior notice/consent was not obtained from the parents.</p>	<p>September 15, 2004</p> <p>2-1-05</p>	<p>Special Education Teacher</p>	<p>Not Met</p>	<p>Met 1/31/05</p>
<p>Please explain the data (6 month) NO DATA AVAILABLE—TEACHER LEFT THE DISTRICT</p>				
<p>Please explain the data (12 month) There has been one evaluation completed since 8/23/04, assessments noted on the consent forms were administered in 1/1 of the evaluations. No additional assessments were completed that were not so indicated.</p>				

**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program.**

Each student's individualized education program shall include an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and activities.

Through interview and a review of nine student files, the justification for placement statement in five IEPs did not address the instructional needs of the student that resulted in the need to be removed from the regular classroom setting. For example, "Resource room accepted because she can get help in this setting."

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All justifications for placements will describe the student's instructional need resulting in removal from the general education setting.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?          The district will determine the student's instructional needs and placement. The justification for placement statement will be written explaining why the team decided instruction could not occur in the general education setting.</p> <p>What data will be given to SEP to verify this objective?          The district staff will check all IEPs written during the 6 month reporting period and report the number of justification for placement statements that describe instruction needed by the student that resulted in removing them from the regular classroom setting. The number of IEPs reviewed and the number of justification statement written to meet the requirements will be reported to the office. One sample justification statement will be submitted to validate accuracy.</p>	<p>1-15-05</p> <p>2-1-05</p>	<p>Special Education Teacher</p>	<p>Not met</p>	<p>Met 1/31/05</p>
<p>Please explain the data (6 month)          NO DATA AVAILABLE—TEACHER LEFT THE DISTRICT</p>				

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Please explain the data (12 month)  
Of four IEP's written since 8/23/04, 4/4 justifications placement statements describe instruction needed by the student that resulted in removing them from the regular classroom setting. A sample justification statement has been attached to validate accuracy.

**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program.**

Each student's individualized education program shall include a statement of measurable annual goals.

Through interview and a review of student files, four of nine IEPs did not contain measurable annual goals. For example, "will improve vocabulary skills" and "will pass weekly spelling tests."

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All annual goals will be written to specify the skill the student can reasonably be expected to accomplish within a 12 month period.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

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<p>1. What will the district do to improve?          The district staff will write measurable annual goals that are linked to the present levels of performance. The annual goal will specify the skills the student will be expected to accomplish within a 12 month period.</p> <p>What data will be given to SEP to verify this objective?          The district staff will review all IEPs written during the 6 month reporting period and report the number of IEPs checked and the % of annual goals written that meet the requirements. Annual goals from one IEP will be submitted sample IEP to validate accuracy.</p>	<p>1-15-05</p> <p>2-1-05</p>	<p>Special Education Teacher</p>	<p>Not Met</p>	<p>Met 1/31/05</p>
<p>Please explain the data (6 month)          NO DATA AVAILABLE—TEACHER LEFT THE DISTRICT</p>				
<p>Please explain the data (12 month)          Of 4 IEP's written since 8/23/05, 4/4 documents report 100% of annual goals written meet the requirements. Sample annual goals from one IEP has been submitted.</p>				